**Department of Curriculum and Instruction**

**Department Meeting Agenda**

**Friday, October 14, 2022**

**3:30-5, WH 2008**

1. **Personal Updates, Celebrations and Check- in**
	1. Faculty/staff professional photo/Craig
	2. Department Member Updates
	3. Sunshine fund update
	4. Birthday Celebration (cake)
2. **Announcements**
3. Kaley Rogers Courseleaf Insights
4. C&I Office Updates

**i**. New Rhyme copy machine

**ii.** Fall 2022 Syllabi’s

**iii.** Student Assistants Tasks

**iv.** Summer 2023 Courses-Send Stephanie any updates by Oct. 24th

1. AmeriCorps research grant and the Hmong Educators Coalition grant (Jenna)
2. Whitewater LEADS Kristen Linzmeier
3. Other updates
4. **Action Items, Discussion & Activity**
	1. Approve minutes September 1, 2022
	2. Graduate Reading Courses Mukwonago faculty vote
	3. MSE-ECEP faculty vote
	4. P & T process update
		1. Oct 17 final reviews (2) and Consults in March (2)
		2. E-purple book
	5. Kaley Rogers(Registrar’s Office)-talking about CourseLeaf and Course Curriculum
5. **University Updates** (committees/faculty senate)
	* 1. Faculty Senate Updates - Ozgul
		2. GERC - May’s replacement for sabbatical?
		3. Others?
6. **COEPS Committees Reports**
	* 1. International Education Committee (Dwight)
		2. Student Scholarship Committee (Edric, *Courtney*, Kristen)
		3. Faculty/Staff Awards Committee (Ozgul)
		4. Strategic Planning and Budget Committee (Annie)
			1. Small group discussions
		5. Technology Committee (Carmen)
		6. Inclusive Excellence and Diversity Committee (Jenna)
		7. Constituency Standards (Lucy)
		8. College Curriculum (Denise,Yao)
		9. TELFE (Kristen, Yao, Karla)
		10. Salary *(May*, James)
7. **Department Committee Reports:**
	1. Curriculum & Scheduling (Yao)
	2. Personnel & Policy (Liesl)
	3. MSEPS Council
	4. Secondary Program Coordinators (Denise)
	5. Reading/Literacy (Dwight)
	6. Elementary/Middle Education (Yao)
	7. ECE (Carmen)
	8. ESL/BE (Jenna)
	9. Business/Marketing Ed. (*Karla*, Denise)
	10. HELEAD (Marijuana)
	11. Search and Screen (Liesl)
	12. CORE
		1. Writing group
		2. Scholar tips
		3. C&I Faculty Research Interest
		4. Presentations on research interests

**Materials Distributed (attached and/or handout at the meeting) CV**

**Future Meeting Dates, 11:00-1:00 PM on the second Friday of each month: November 11th, December 9th, February 10th, March 10th, April 14th, May 12th**

Kristin A. Teska

28501 Blue Crane Court

Waterford, WI 53185

262-210-7060, kristinteska@gmail.com

I am a Herb Kohl 2017 Fellowship Teacher Recipient with 20 years of teaching experience. My philosophy of education allows me to customize instruction based on an individual’s strengths, abilities, and beliefs. I am skilled in providing a positive student-centered/personalized-learning educational experience through the utilization of standards-based instruction and interdisciplinary literacy. One of my key strengths is my ability to quickly build trustworthy relationships with students and fellow faculty.

**EDUCATION**

**Reading Specialist 17 Licensure,** May 2020

Viterbo University, La Crosse, Wisconsin

**Reading Teacher/316 Licensure,** April 2017

Viterbo University, La Crosse, Wisconsin

**Master of Education in Curriculum and Instruction,** May 2007

Fields of Study: Literacy and Contemporary Curriculum Issues in Education

Thesis: Understanding the Text: Using Effective Reading Strategies in a Science Classroom Carroll College, Waukesha, Wisconsin

**Bachelor of Science in Elementary Education,** May 2002

Minor: Science-License 621, Wisconsin Certified Grades 1 – 9

Carroll College, Waukesha, Wisconsin (Magna Cum Laude)

**HIGHLIGHTS**

✓ Literacy Coach (K-6) and Reading Interventionist (Grades K-8)

✓ Supported implementation of reading, writing, and phonics curriculum (K-6) ✓ Facilitated professional development at the District and School level

✓ 2017 Herb Kohl Fellowship Teacher Recipient

✓ Experience in guided reading groups, literature circles, and book clubs

✓ Collaborated with SPED/PST team regarding 504 and IEP students

✓ Facilitated school Data Days (3x year) ✓ Experience in RtI and PBIS

✓ UDL Training/Coaching

✓ Knowledgeable with Promethean

(ActiveInspire)/SmartBoard and Google Suite ✓ Used Fountas & Pinnell BAS and QRI ✓ ALICE and Second Step Trained

✓ Excellent communicator with students, parents, and colleague

**PROFESSIONAL TEACHING EXPERIENCE**

**Instructional Coach (K-6th Grade) & Reading Interventionist (K-8) August 2018-Present** *Currently at Clarendon Avenue Elementary School, Previously at Eagleville Elementary Charter School and Park View Middle School, Mukwonago, Wisconsin*

• Successfully paced and implemented new reading, writing, and phonics curriculum in K-6 • Coached teachers to meet their own instructional goals in the classroom (student centered) • Used data-informed decisions to determine Tier 2 and Tier 3 student groups for intervention (SONDAY, PRESS, Quick Reads, Focus Math, Leveled Literacy Instruction, FastBridge Interventions)

• Planned lessons using Leveled Literacy Instruction (LLI) for Tier 2 learners at the middle school • Collaborated with curriculum director, assessment coordinator, literacy coaches, and principals to provide professional development at both the building and district levels

• Organized a family literacy afternoon in order to provide additional opportunities for continued learning at home • Member of the middle school’s disciplinary literacy team

**Classroom Teacher/Reading Intervention (2017-Present) August 2014 – August 2018 4th Grade (2014-2015), 5th Grade (2015-2016), 5th, 6th-7th Reading/Language Arts (2016-2018)** *St. Thomas Aquinas School, Waterford, Wisconsin*

• Assessed (using BAS & QRI) and instructed 1st-4th grade students (Tier 2 & 3) in small reading intervention groups • Trained, paced, and successfully implemented new Houghton Mifflin reading program, *Journeys* • Incorporated the use of QR Codes into student designed projects and personalized lessons across the curriculum for all learners

• Successfully implemented Math 24 into 4th-7th grade math classrooms and competed with area districts • Successfully implemented and organized a 5th-8th grade Math Team (through Whitewater Talented Gifted Network) to compete with area districts

• Created engaging lessons plans to differentiate the needs of all students through flexible groups using reading strategies in guided reading/literature circles, whole/small group instruction, and math groups across the curriculum • Analyzed MAP scores for use of differentiation in reading/math and to drive instruction

• Learning Support Liaison (PLT) between school and Archdiocese of Milwaukee

**Classroom Teacher August 2003 – August 2014 6th Grade, Reading/Language Arts, Science, and (6th and 7th Grade) Social Studies** *Phoenix Middle School, Delavan, Wisconsin*

• Member of a three-person science team that organized a 6th grade science and social studies fairs • Trained, paced, and successfully implemented new Houghton Mifflin reading program, *Journeys* • Created engaging standards based lesson plans to differentiate the needs of all students through flexible groups using

guided reading strategies, literature circles, whole/small group instruction, and book talks in the language arts/reading classroom

• Integrated the district’s anti-bullying/violence prevention program, Project Northland and Second Step, into the curriculum

• Developed lesson plans and activities for the after school Astronomy program supported by Yerkes Observatory, Williams Bay and Aurora University

**ACHIEVEMENTS AND PROFESSIONAL DEVELOPMENT**

• Attended 2020 Units of Study in Reading: A Crash Course in Methods and Curriculum Grades 3-8 presented by Mary Ehrenworth – TCRWP+

• Attended 2019 Jennifer Serravallo Conference: Understanding Text & Readers & A Hierarchy of Writing Goals • 2017 Herb Kohl Teacher Fellowship Recipient

• ALICE (Alert, Lockdown, Inform, Counter, Evacuate)- Active Shooter Response Trained (Waterford) • Chosen to represent St. Thomas at the District level to be a peer facilitator for the day long Archdiocese of Milwaukee in-service in February 2015

• Learning Support Team Member, part of the Professional Learning Team

• Implemented LEGO Club-After school club with weekly challenge themes for students to create their own designs • Implemented Math24/Math Teams at St. Thomas Aquinas School

• YAAYS, Young Astrophysics Academy for Young Scientists at DDSD

• Great America Semester Outing Coordinator at DDSD

• Attended Wisconsin State Reading Association Conference

**Tyson A. Dragolovich**

**8916 GREENACRE CT, GREENDALE, WI 53129 | (414) 708 - 0612 | TDRAGOLOVICH@GMAIL**

To obtain a position as an instructional leader that will utilize my dedication to children's educational needs and development. I am passionate about leveraging my experience and education to foster professional growth for classroom teachers and promote instructional practices that enhance student learning.

**EDUCATION**

**SPRING 2005 – WINTER 2008**

**CARDINAL STRITCH UNIVERSITY**

**Master of Arts in Reading and Language Arts**

**FALL 1998 – SPRING 2003**

**MARQUETTE UNIVERSITY**

**Bachelor of Arts in Interdisciplinary Social Sciences and**

**Elementary Education**

**WORK HISTORY**

06. 2020 - PRESENT **MUKWONAGO AREA SCHOOL DISTRICT,MUKWONAGO, WI Instructional Coach at Big Bend Elementary**

■ Impact student learning and professional growth through the implementation

of personalized, goal-driven coaching cycles with classroom teachers

■ Encourage a culture of reflective practice to promote collective efficacy at a

building level

■ Collaborate with administration to develop, implement, and coordinate

effective instructional systems

■ Design and deliver district professional development to support

implementation of best instructional practices and assessment measures

08. 2007 - 06.2020 **WEST ALLIS – WEST MILWAUKEE SCHOOLDISTRICT, WEST ALLIS, WI Reading Specialist**

■ Mentored staff regarding best practices in reading and writing instruction

through student centered coaching

■ Accelerated students reading progress through diverse, research

based methods

■ Enabled student progress through tailored interventionary tactics for both

reading and math

■ Lead teams that created plans to support the unique needs of individual

students showing warning signs of potential learning, behavioral, or emotional

distress

■ Spearheaded the development, documentation, training, and enforcement of

procedures and protocols for medical, physical, and environmental safety

08. 2003 - 06.2007 **ST. LEO CATHOLIC URBAN ACADEMY,MILWAUKEE, WI 3rd Grade self-contained classroom teacher**

■ Taught the content areas of reading, language arts, math, science, health,

social studies, and art

■ Independently determined and implemented academic and behavioral

modifications to meet the needs of all learners

■ Created and maintained a safe and positive classroom environment for

students with traumatic life experiences

**CERTIFICATIONS AND TRAININGS**

Wisconsin State Teaching Certifications

● Reading Teacher (74/316)

● Reading Specialist (17)

● Grades 1-6 (45/116)

● Social Studies (41/703)

Coaching

● Student Centered Coaching (Diane Sweeney)

● The Impact Cycle (Jim Knight)

● The Art of Coaching (Elena Aguilar)

● CESA 6 Coaching Institute Training

Reading and Language Arts

● LETRS

● Units of Study for Teaching Reading (Lucy Calkins)

● Units of Study for Teaching Writing (Lucy Calkins)

● Wilson Reading System: 3-day Introductory Workshop

● Wilson Fundations

● Rewards

● Fountas & Pinnell Benchmark Assessment

● Fountas & Pinnell Leveled Literacy Intervention

● Quick Reads

● Corrective Reading

● Visualizing & Verbalizing

● The Sonday System

● Complete Comprehension (Jennifer Serravallo)

● Comprehension Toolkit (Stephanie Harvey)

● Marie Clay: An Observation Survey

Behavior and Problem Solving

● Collaborative & Proactive Solutions

○ Ross Greene: 2-day training

● Positive Behavior Interventions and Supports (PBIS)

○ Tiers 1, 2, and 3

○ Internal PBIS Coach: Tiers 1 and 2

● ProAct trained: de-escalation, seclusion, restraint

● Restorative Practices

● Trauma Informed Schools

● Mindfulness

● Tribes Community Building

● Love & Logic: 1-week conference

Safety

● CPR/AED certified

● Stop the Bleed

Math

● Number Worlds

● Pathways and Pitfalls

**MEGHAN L. GOWIN**

**POST-DOCTORAL RESEARCH FELLOW**

**ERIKSON INSTITUTE**

**PHONE: (469) 285-0048**

**EMAIL: MGOWIN@ERIKSON.EDU**

**EDUCATION**

**Texas A & M University- Commerce, Commerce, TX 2022**

**Ed. D, Supervision, Curriculum, and Instruction**

**Area of Concentration: Early Childhood Education**

**Dissertation: *Sister outsider: Lived experiences of Black early childhood educators who employ culturally relevant pedagogy***

**Northwestern State University, Natchitoches, LA 2014**

**M. Ed., Early Childhood Education**

**Thesis: *Project based learning and its effect on the ITBS scores of second grade students***

**Howard University, Washington, D.C.**

**B.A., Anthropology (major); African American Studies (minor) 2006**

**Area of Concentration: Cultural Anthropology**

**CERTIFICATIONS**

**Texas: Generalist EC to 4th Grade 11/2020 –10/2026**

**ESL Supplemental 11/2020- 10/2026**

**AREAS OF SPECIALIZATION**

**Early childhood education, anti-bias education, anti-racist education, Black feminist thought, endarkened feminist epistemology, arts-based qualitative research, poetic inquiry, narrative inquiry, lived experiences of BIPOC early childhood educators, critical social justice oriented early childhood education pedagogy**

**PROFESSIONAL EXPERIENCE**

**Post-Doctoral Research Fellow 07/2022- Present**

**Erikson Institute, Chicago, IL**

* **• Lead researcher on Governor’s Office in Early Childhood Development (GOCED)- funded project studying dimensions of racial equity of the state’s Early Learning Council**

**2**

**Adjunct Professor of Early Childhood Studies 08/2021-05/2022**

**University of North Texas, Denton, TX**

**Elementary Lead Teacher (Grades 2-4), Social Justice Coordinator 07/2018-05/2022**

**Uplift Ascend Primary, Fort Worth, TX**

**Project Coordinator 06/2018- 09/2019**

**Black Caucus Mentoring Initiative (NAEYC), Washington, DC**

* **• Maintained the formal accountability of mentors to mentees**
* **• Conducted regular mentor group check-ins**
* **• Maintained records of formal quarterly feedback from both mentors and mentees, solicit contributions to Hello (resource library and group discussions) from the mentors and mentees**
* **• Tracked progress of mentees’ professional goals**
* **• Provided formal program evaluation to guide the development of best practices**

**Graduate Teaching Assistant, Clinical Instructor 01/2017- 12/2017**

**Texas A & M University-Commerce, Commerce, TX**

**Elementary Lead Teacher (Grades 2 & 4) 07/2014- 06/2016**

**Cedar Hill Independent School District, Cedar Hill, TX**

**Elementary Teacher (Grade 2) 08/2013- 02/2014**

**Dallas Independent School District, Dallas, TX**

**Elementary Teacher (Grade 2) 06/2010- 05/2013**

**Saint Landry Parish School Board, Krotz Springs, LA**

**Elementary Teacher (Grades 2 & 5) 10/2008- 05/2010**

**Dallas Independent School District, Dallas, TX**

**Pre-Kindergarten Teacher Assistant 01/2007- 05/2008**

**Dallas Independent School District, Dallas, TX**

**UNIVERSITY COURSES TAUGHT**

**GRADUATE:**

**EDEC 5013 Research Strategies in Early Childhood Studies 3**

**UNDERGRADUATE:**

**EDEC 3613 Childhoods Across Time, Space and Place**

**ELED 452 Student Teaching in Field Based Education Programs**

**ELED 452 Student Teaching in Field Based Education Programs**

**PUBLICATIONS**

**Peer-Reviewed Articles**

**Green, M. (In Review). #Virtually\_woke: Using digital media to support young children’s development of critical consciousness*. Exchange Press*.**

**Green, M. (In Review). When dreams become more than faint specters: Lessons of transformation and growth. *in education*.**

**Gowin, M. (2022). Watch out for that twister! An inquiry project. *Early Years*: *Journal of Texas Association for the Education of Young Children, 43*(1), 15-20.**

**Book Chapters**

**Green, M. (2022). When and where I enter: A reflective essay on the photographic history of three generations of Black women educators. In I. Bailey, C. Sperry Garcia, & L. C. Sotomayor (Eds.), *BIPOC alliances: Building communities and curricula* (pp. 77-83)*.* Information Age Publishing.**

**Gowin, M. (In Press) Intersectionality. In A. Mwenelupembe (Ed.), *Stories of resistance: Black women creating their own seat at the table.* Exchange Press.**

**PRESENTATIONS**

**International**

**Green, M. (2022, May). *Standing outside of the mythical norm,* Session presented at the 8th International Symposium on Poetic Inquiry, Cape Town, South Africa.**

**National**

**Green, M. (2022, May). *Standing outside of the mythical norm,* Paper presented at the 18th International Congress of Qualitative Inquiry, Virtual.**

**Green, M. (2022, April). *Virtually woke: Using digital media in a social justice literacy workshop to support elementary students’ development of critical consciousness,* Session presented at the 44th Annual University of Wisconsin-Whitewater Early Childhood Conference Virtual. 4**

**Gowin, M. (2021, November). *Virtually woke: Using digital media in a social justice literacy workshop to support elementary students’ development of critical consciousness,* Paper presented at the 2021 National Council of Teachers of English Annual Convention Virtual.**

**Gowin, M. (2021, May). *Sister outsider: Lived experiences of Black women early childhood educators who employ culturally relevant pedagogy,* Paper presented at the 17th International Congress of Qualitative Inquiry, Virtual.**

**Gowin, M. (2021, May). *Virtually woke: Using digital media in a social justice literacy workshop to support elementary students’ development of critical consciousness,* Paper presented at the 17th International Congress of Qualitative Inquiry, Virtual.**

**Gowin, M. (2021, March). *Virtually woke: Using digital media in a social justice literacy workshop to support elementary students’ development of critical consciousness,* Paper presented at the 12th Annual College of Education Graduate Student Conference at the University of Illinois, Urbana-Champaign, Virtual.**

**Gowin, M. (2019, November). *“But there isn’t any diversity here!” How to incorporate anti-bias education into rural early childhood programs”,* Presented session at the National Association for the Education of Young Children Annual Conference, Nashville, TN.**

**Gowin, M. (2019, June). *Power to the profession and the framework for a unified and effective early childhood education profession”,* Invited panel speaker at the National Association for the Education of Young Children Professional Learning Institute, Long, Beach, CA.**

**Gowin, M. & Jordan, I. (2019, June). *From non-racist to anti-racist: Proactively advancing racial equity in early childhood policy*, Presented session at the National Association for the Education of Young Children Professional Learning Institute, Long, Beach, CA.**

**Gowin, M. (2018, June). *Engaging Others on Hello,* Presented session at the National Association for the Education of Young Children Professional Institute, Austin, TX.**

**Gowin, M. (2018, November). *“But there isn’t any diversity here!” How to incorporate anti-bias education into rural early childhood programs”*, Presented research poster at the National Association for the Education of Young Children Annual Conference, Washington, D.C.**

**Gowin, M., Mwenelupembe, A., Solomon, J., Jaboneta, N., & Haack, P. (2018, November). *“A is for activist!”,* Presented session at the National Association for the Education of Young Children Annual Conference, Washington, D.C.**

**Gowin, M. (2017, November). *Diversity and Equity Education for Adults Interest Forum’s Annual Business Meeting*, Presented at the National Association for the Education of 5**

**Young Children Conference, Atlanta, GA.**

**Regional**

**Green, M. (2022, March). *Sister outsider: Lived experiences of anti-racist Black women in early childhood,* Presented session at the Plant A Rainbow Early Learning Conference, Houston, TX.**

**Green, M. (2022, April). *Sister outsider: Lived experiences of Black women early childhood educators who employ culturally relevant pedagogy,* Presented research poster at Federation Graduate Student Research Symposium, Virtual.**

**Gowin, M. (2021, October). *Sister outsider: Lived experiences of anti-racist Black women in early childhood,* Presented session at the Texas Association for the Education of Young Children Conference, Frisco, TX.**

**Gowin, M. (2021, July). *Supporting Anti-Bias Education in Early Childhood Through Picture Books,* Presented session at the Committed to Kids 2021 Training Conference, Virtual.**

**Gowin, M. (2020, October). *#Not A Buzz Word: Advancing equity in early childhood education,* Presented session at the Texas Association for the Education of Young Children Annual Conference, Virtual.**

**Gowin, M. (2019, September). *“But there isn’t any diversity here!” How to incorporate anti-bias education into rural early childhood programs”,* Presented session at the Texas Association for the Education of Young Children Conference, Frisco, TX.**

**Gowin, M. (2018, October). *“But there isn’t any diversity here!” How to incorporate anti-bias education into rural early childhood programs”*, Presented session at the Texas Association for the Education of Young Children Annual Conference, Galveston, TX.**

**Gowin, M. (2018, October). *Power to the profession focus group for Texas educators,* Facilitated focus group session at the Texas Association for the Education of Young Children Conference, Galveston, TX.**

**Gowin, M. (2016, September). *“The Lemonade Stand Adventure: Blending Reggio Emilia Principles and the Project Approach”*, Presented interactive poster at the Texas Association for the Education of Young Children Conference, Dallas, TX.**

**Gowin, M. (2013, October). *“The Lemonade Stand Adventure: Blending Reggio Emilia Principles and the Project Approach”*, Presented interactive poster at the Texas Association for the Education of Young Children Conference, San Antonio, TX. 6**

**Local**

**Gowin, M. (2021, August). *Implicit Bias or nah?,* Facilitated in-service teacher training at Uplift Ascend Primary, Fort Worth, TX.**

**Gowin, M. (2021, February). *#Not A Buzz Word: Advancing equity in early childhood education,* Presented session at the 2021 University of North Texas Equity & Diversity Conference*,* Virtual.**

**Gowin, M. (2020, October). *#Virtually\_Woke,* Facilitated in-service teacher training at Uplift Ascend Primary, Fort Worth, TX.**

**Gowin, M. (2019, November). *But there isn’t any diversity here!” How to incorporate anti-bias education into every early childhood program”,* Presented session at the Arlington DFW Child Care Providers Association Conference, Arlington, TX.**

**Gowin, M. (2017, May). *Brave New Voices: Developing Writing That Speaks Volumes*, Presented session at the Bill Martin Jr. Memorial Symposium, Commerce, TX.**

**Gowin, M. (2013). *“Questioning to Increase Student Engagement”*, Facilitated in service teacher training at Krotz Springs Elementary, Krotz Springs, LA.**

**Gowin, M. (2013). *“The Image of the Child”,* Facilitated in service teacher training at Krotz Springs Elementary, Krotz Springs, LA.**

**Gowin, M. (2012). *“Differentiated Instruction: How to Make Sense of Small Group Instruction”*, Facilitated in service teacher training at Krotz Springs Elementary, Krotz Springs, LA.**

**FELLOWSHIPS**

**Educational Policy Fellow 06/2022- 08/2022**

**Urban Leaders Fellowship, Dallas, TX**

* **• Developed “grow your own” ECE workforce community partnerships between partner organization, Educational First Steps, and local workforce development programs to address teacher shortage crisis**
* **• Wrote policy memo on expanding student voice and engagement to further racial equity goals of Dallas Independent School District and presented findings and recommendations to Board of Trustees**

**Teacher Fellow 10/2021- 06/2022**

**Pulitzer Center, Dallas, TX**

* **• Explored reporting and journalism skills related to the fellowship’s theme: "Journalism and Justice: Elevating Underreported Stories in the Classroom.”**
* **• Created, implemented, and evaluated standards-aligned units that introduced students to global issues in a local context**

**7**

* **• Supported students in developing media literacy skills**
* **• Guided a practice of empathy**

**Teacher Consultant 05/2013- 08/2013**

**National Writing Project of Acadiana, Lafayette, LA**

* **• Researched best practice teaching strategies for writing**
* **• Participated in a variety of personal writing activities designed to promote inquiry**
* **• Created a research-based workshop demonstration.**

**REVIEWER ACTIVITY**

**Book Revision Reviewer, *Routledge*, 2022**

**Proposal Reviewer, *Critical Perspectives in ECE AERA SIG,* 2021-present**

**Proposal Reviewer, *Narrative Research AERA SIG,* 2022**

**Proposal Reviewer, *Division G: Social Context of Education AERA,* 2022**

**Proposal Reviewer, *Critical Examination of Race, Ethnicity, Class, and Gender in Education AERA SIG,* 2021**

**Proposal Reviewer, *NAEYC Annual Conference,* 2018-present**

**Book Proposal Reviewer, *NAEYC,* 2018**

**Proposal Reviewer, *Association of Literacy Educators and Researchers,* 2018**

**Proposal Reviewer, *National Association for Multicultural Education Annual Meeting,* 2017**

**Manuscript Reviewer, *Early Years*, 2017**

**PROFESSIONAL MEMBERSHIPS**

**American Educational Research Association**

**Division G: Social Context of Education**

**Division K: Teaching and Teacher Education**

**SIG: Critical Examination of Race, Ethnicity, Class, and Gender**

**SIG: Critical Perspectives on Early Childhood Education**

**SIG: Art Based Educational Research**

**SIG: Lives of Teachers**

**SIG: Narrative and Research**

**SIG: Research on Women and Education**

**National Association for Multicultural Education**

**Texas Chapter of National Association for Multicultural Education**

**National Association for the Education of Young Children**

**Southern Early Childhood Association**

**Texas Association for Educators of Young Children 8**

**SERVICE TO COMMUNITY**

**Vice President of Membership 01/2020- 05/2022**

**Texas AEYC (Fort Worth Chapter)**

**P-3 Committee Chair 12/2019- 05/2022**

**Texas AEYC**

**NAEYC Public Policy Forum Participant 02/2018-02/2019**

**Doctoral Representative 10/2017-07/2018**

**Graduate Council of Texas A & M University-Commerce**

**Lead Co-Facilitator 05/2017 – 12/2020**

**Diversity and Equity Education for Adults Interest Forum (NAEYC)**

**MEDIA COVERAGE**

**NAEYC Member Spotlight. (2021). *Young Children,* 76(2). https://www.naeyc.org/resources/pubs/yc/summer2021/member-spotlight**

**McDonald, J. [The Jerletha McDonald Show: Everything Childcare]. (2021, February 7). *The Jerletha McDonald show: Everything childcare- Black ece series 2021* [Video]. YouTube. https://www.youtube.com/watch?v=\_i95a4qgq0A**

**Donaldson, E., Richman, T., Smith, C., Olivares, V., & White, N. (2021, January 7). Texas teachers, students confront history lesson in real time as mob stormed the U.S capitol. *The Dallas Morning News.* https://www.dallasnews.com/news/education/2021/01/07/texas-teachers-students-confront-history-lessons-in-real-time-as-mob-stormed-the-us-capitol/**

**Frias, B. (2020, December 3). Social justice can’t start too soon. *Uplift Voices*. https://upliftvoices.wordpress.com/2020/12/03/social-justice-cant-start-too-soon/**

**NAEYC Member Spotlight. (2019). *Young Children,* 74(1), 59. https://www.naeyc.org/resources/pubs/yc/mar2019**